METHODOLOGY FOR DEVELOPING INFORMATION PROCESSING COMPETENCE IN FUTURE HISTORY TEACHERS

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ABSTRACT: To analyze the role of information technologies in the study and analysis of historical sources, to develop the skills of analyzing and researching innovative approaches to the main directions of the discipline, to explain the role of the discipline in analyzing the factors of development of the state and society, to teach future history teachers to use electronic resources and Internet capabilities to develop information competence in teaching history, to use information in historical research consists of teaching the use of technologies, models and methods.

KEYWORDS: Computer presentation, models, methods, global informatization, Innovation, digital technology, digitization, types of activities, pedagogy, skills, IT technology.

INTRODUCTION

In the works of A.Y. Gurevich, Z.Y. Metlitskaya, O.M. Medushevskaya, E.I. Pivovar, N.B. Selunskaya, L.P. Repina, M.N. Smelova, A.L. Yastrebitskaya, and others, the main development trends of modern historical science have been identified. We consider it important to analyze the works of these historians in the context of developing the informational competence of future history teachers. A.Y. Yastrebitskaya emphasizes the following: "The second half of the 20th century, especially its last twenty years, is a period in which new socio-cultural approaches to studying the historical past were established and the principles of 'historical science' as social history were formed. This was a time of rapid expansion of new aspects of cultural, economic, and social history, as well as the introduction of a large volume of new empirical material into the academic world. This period also corresponds to the methodological and methodological re-equipment of history as a scientific discipline and the revision of its research toolkit." [1]

In the context of innovative education, forming the fundamental basis of methodological thinking and creativity among future history teachers is carried out through the organization of independent practical work in the process of studying teaching methodology and creating methodological products, such as:

• Analysis of curricula, textbooks, teaching aids, lessons, and extracurricular activities in history;

• Logical and systematic analysis and selection of educational content;

• Development of teaching aids in history, thematic planning, lessons, and extracurricular activities;

• Creation of multimedia presentations and tasks for interactive whiteboards;

• Development of historical situations and solving specific methodological tasks in shaping historical images and perceptions;

• Formation of historical concepts, cartographic knowledge, and skills, among others.

Teaching methods are an integral part of the educational and upbringing process. Without them, it is impossible to achieve educational goals, fulfill objectives, or assimilate learning material. Through teaching methods, the activities of teachers and students are coordinated. A teaching method is a way of organizing the interaction between teachers and students, aimed at structuring their engagement with the content of education. [2]

This study identifies four components in the structure of the methodological competence of future history teachers:

1. **Personal component**: includes motivation, information technology and innovation-related motives, and professional activity attitudes;

2. **Cognitive-informational component**: includes knowledge of the subject, methodology, and technological aspects;

3. **Operational-technological component**: involves acquiring methodological skills for teaching history, methods and technologies, and working with information;

4. **Activity-based component**: includes methodological experience in teaching and studying history within the framework of innovative education.

In organizing an environment that ensures the active engagement of future history teachers with information, attention should be paid to ensuring the continuity of teaching (both between disciplines and within a single discipline), individualizing instruction, and creating conditions for the independent assimilation of educational material from information sources.

The process of developing future history teachers' competencies in working with information within the framework of the course "Innovations in the Field of History: Technologies, Models, and Methods" is determined by the following factors:

• Developing the future history teacher's activity in working with information;

• Relying on information processing to enhance communicative and innovative abilities;

• Strengthening the future history teacher's personal and professional preparedness in utilizing historical sources when working with information.

According to the analysis, it can be stated that, in the context of innovative education, the development of future history teachers' competencies in working with information is shaped by society's demand for the training of its citizens. Furthermore, it is determined by the agreed-upon perspective of a particular country or region. The formation of the content of these competencies is based on the primary educational objectives, students' mastery of modern society's innovative information technologies, and practical experience in information processing.

In developed countries, scientific research is being conducted in the following priority areas to improve the professional methodological training of future history teachers:

• Development of the professional methodological training of future history teachers;

• Ensuring that future history teachers manage their professional activities in accordance with modern requirements;

- Implementing an innovative approach in organizing the professional methodological training of future history teachers;
- Improving effective mechanisms for organizing professional methodological training;
- Developing a methodology for enhancing professional methodological training.

In the context of innovative education, the competencies of future history teachers in working with information are developed based on their need to participate in a stimulating environment that ensures innovative activity. This process relies on informational knowledge and is shaped by personal abilities, self-activation, and self-management.

It is known that a future specialist must:

- Pursue lifelong education to achieve professional success in working with information in an information-driven society;
- Function effectively in the constantly evolving conditions of innovative education;
- Analyze historical sources quickly;
- Possess the necessary ICT skills to make positive decisions in non-standard situations through information processing.

Teaching methods are an integral part of the educational process, as they ensure the realization of educational goals and tasks and the assimilation of learning materials. Through teaching methods, the activities of teachers and students are coordinated. A teaching method is a way of structuring the teacher's and students' activities, directed at comprehending educational content.

Only through the extensive use of a system of teaching methods can educational and upbringing processes achieve significant results. G. Fuzailova's textbook "Methods of Teaching History" categorizes traditional methods into four groups and explicitly defines their techniques.

In an innovative educational environment, methods of teaching history involve the active use of innovative ICT technologies by teachers to facilitate student learning. These methods aim to help students acquire historical-artistic and historical-scientific knowledge, apply it in practice, develop worldviews and historical understanding, master intellectual and psychological work, utilize information effectively, and enhance cognitive and creative abilities.

Pedagogical researchers have expressed different opinions on the classification of methods for teaching history in an innovative educational environment. The interconnected teaching methods can be categorized into the following groups:

1. Oral teaching methods (narration, monologue, dialogue, discussion, plot-based storytelling, explanatory analysis, working with historical sources, interpreting historical literature and historical documents). This method is further divided into two types:

2. Visual teaching methods (tables, conditional-graphic illustrative visuals, image analysis, pictures, working with historical maps);

3. Practical teaching methods (filling out contour maps, performing exercises, preparing written assignments).

Computer presentations (presentations prepared using computer tools) serve as a visual aid in lectures, reports, or other presentations. Traditionally, posters, manuals, and laboratory experiments have been used for this purpose. Slide projectors, overhead projectors, and graphic

image displays are also used. The advent of computers and multimedia projectors has enabled the preparation and demonstration of high-quality visual materials, incorporating sound, video, and animation, thus significantly enhancing the effectiveness of presentations.

In an innovative educational environment, to enhance students' activity and initiative during lectures, future history teachers integrate their speech with visual aids, audio and video materials, as well as problem-solving tasks. Clearly, in preparing future history teachers under innovative educational conditions, both visual and practical methods are actively employed. Explaining historical terms and, in some cases, encouraging students to draw their own conclusions significantly enhances their educational and cognitive activity.

The role of the visual method in developing future history teachers' information competence aligns with the well-known saying, "Seeing once is better than hearing a thousand times." If the material is presented using only verbal methods, the assimilation rate is only 10%, making such lessons ineffective. Therefore, in history classes, educational content should be presented in a visual format. In the context of innovative education, in addition to traditional didactic materials, modern demonstrative methods (including computer and information-communication technologies) are now crucial. Visual methods in history education combine listening and seeing, thereby improving the effectiveness of history instruction. Integrating visual methods alongside verbal methods enhances the efficiency of teaching history in innovative education. Presenting historical sources in a visual format enriches students' perceptions and understanding.

To improve the information competence of future history teachers, the development and application of the following visual methods is essential:

Types of Visual Methods:

• Illustration Method – This includes all components except text, such as maps, images, diagrams, tables, schemes, and notes on an electronic board to highlight key points.

• Demonstration Method – This involves the use of cinematic devices, ICT tools, and other video materials to present historical processes from different eras.

o Used to describe and analyze historical events and locations.

o Helps visualize historical figures, time periods, statesmen, and figures from science, culture, and art through their portraits.

Development of Information Competence in Future History Teachers:

In an innovative educational setting, future history teachers must develop knowledge, skills, and competencies in interactive learning to enhance their information competence:

• Understanding the chronological periods of world and Uzbek history, their social structures, and their distinctive features.

• Ability to calculate centuries and years, determine the duration of historical events, and identify their time periods (before and after our era).

• Knowledge of historical sources and the ability to conduct comparative analysis.

• Awareness of modern world and Uzbek history.

• Independent study of historical sources using information competence and drawing well-founded conclusions.

- Using ICT tools to work with historical maps, formulating independent opinions on historical events, presenting arguments, and actively participating in debates and discussions.

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